
The Job Itself: The Effects of Functional Units on Work Autonomy among Public and Academic Librarians

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ABSTRACT

Job autonomy is a topic that should be of concern to both library managers and employees because job autonomy may predict job satisfaction and retention. This article describes job autonomy among public and academic librarians using data reported by respondents to the Workforce Issues in Library and Information Science (WILIS 1) Research Project¹ survey. The authors extracted a subset of the LIS professionals, public and academic librarians, focusing on the autonomy measures and the variables related to the broad areas of responsibility: administration; access and collections; information services, education and research; digital information technology and Web access; and information technology and consulting. Findings indicate that there are significant differences in perceived autonomy based on areas of responsibility. Administrators and information technology librarians reported higher autonomy, regardless of type of library. Also, public librarians have less freedom in scheduling their time than academic librarians. As today's professionals seek more autonomy and flexibility, managers struggle with the pressure of increased attention to accountability within their organizations. Library administrators will need to find a balancing point in order to maintain organizational effectiveness.

INTRODUCTION

What causes workers to be satisfied with their jobs? It seems evident that the more satisfied individuals are with their jobs, the less likely they are to leave them. One of the elements usually thought to be associated with job satisfaction is job autonomy or the degree of freedom and discretion

that an employee has over the work that has to be done. Job autonomy refers to the amount of control employees have over their own work and how independent they are allowed to be in making work-related decisions (Hackman & Oldham, 1975). Employees who have high levels of job autonomy perform their work relatively free of direct supervision. Job autonomy is thought to be especially important to highly educated professional workers who desire greater flexibility and control over the content and terms of their work (e.g., hours, scheduling, location, pace).

Library managers like other managers are very interested in the issue of job satisfaction. As traditional models of library services continue to be transformed, library managers need to maintain an understanding of the needs of their staff for growth, independence, and challenging work. Job satisfaction is a primary factor in the retention of workers. At present the majority of librarians are baby boomers; with the oldest members of that cohort of workers now reaching retirement age, librarianship faces an urgent need not only to recruit new entrants to the profession but to retain librarians now and during the next decade.

This study examines job autonomy in libraries in relation to work setting and job function. This article limits work-setting comparisons to employees working in two types of organizations—public and academic libraries. Then, the dimensions of autonomy associated with different areas of responsibility within libraries are also examined. Previous research has shown a connection between the work itself and job satisfaction. Work that is “challenging”; “varied”; and provides “opportunities,” “control,” “choice,” “variety,” and “creativity” has been shown to be related to the job satisfaction of professionals (Locke, 1976). Other studies (Lynch & Verdin, 1983, 1987; Chwe, 1978) have explored the satisfaction levels of library staff who work in different functional units and found significant differences among them. The present study supplements that previous research by looking specifically at the aspect of autonomy (i.e., perceived control over work).

The data used in this study was drawn from the Workforce Issues in Library and Information Science (WILIS 1) study, which was designed to field a career retrospective survey with LIS graduates in North Carolina (1964–2007). Although WILIS 1 studied only LIS graduates from North Carolina institutions, the results likely have broader applicability because of the diversity of programs located within the state. The programs varied in terms of ALA/regional accreditation and minority representation among graduates. One of the master’s programs studied is in a Historically Black institution, allowing for data analysis examining the experiences of minority librarians. Responses were received from graduates in all fifty states and fourteen countries. The WILIS 1 dataset is appropriate for this study because it surveyed respondents’ perceptions of job satisfaction and one of its key components, job autonomy. The respondents

represent a broad range of LIS professionals in terms of functional areas as well as demographic characteristics. For a detailed review of the project and Web survey methodology of the career retrospective study, see the articles by Marshall et al. and Morgan et al. in this issue.

LITERATURE REVIEW

Job Satisfaction

Job satisfaction and job performance have long been of interest to researchers and managers. The industrial psychology, sociology, and management literatures contain thousands of articles on these topics, and LIS authors have contributed to this literature as well (Chwe, 1978; Lynch & Verdin, 1983, 1987; Rockman, 1984; Thornton, 2000; Lim, 2008). There is continued interest in these areas presumably because of their impact on job satisfaction and retention and possibly because of the potential connection between satisfaction and performance. This connection, however, has proven to be tenuous at best (Iaffaldano & Muchinsky, 1985). Moreover, the relationship between job satisfaction and retention is still not fully understood.

Understanding the role of job function and autonomy has important implications for designing jobs in ways that will potentially impact both recruitment and retention. Librarianship is a graying profession and new graduates increasingly have career options in nonlibrary settings. To successfully attract new entrants, twenty-first-century workplaces must provide the type of work environment favored by younger workers. Research has shown that these younger workers seek flexible schedules, work/life balance, challenging work, and control over the work itself (Beutell & Wittig-Berman, 2008). Libraries are often challenged to offer the kinds of work environments that these new professionals prefer.

In the past, certain groups of LIS professionals have expressed high levels of job satisfaction. In particular, library supervisors have higher job satisfaction (Rockman, 1984; Lynch & Verdin, 1983, 1987), and librarians who have been on the job longer have higher satisfaction (Rockman, 1984; Lynch & Verdin, 1983, 1987). It has been shown that there are correlations between librarians' autonomy and job satisfaction and their occupation level and years of experience (Rockman, 1984). It would appear that the longer the professionals stay in position and are promoted, the more satisfied they become.

A different approach to studying job satisfaction has been undertaken by Chwe (1978), Lynch and Verdin (1983, 1987), and Lim (2008), who focused on job satisfaction based on the work itself. They wanted to discover if LIS professionals in certain library units are more satisfied than those in other units. Professionals often derive satisfaction from "the work itself." Locke (1976) hypothesized that

job satisfaction results from the appraisal of one's job as attaining or allowing the attainments of one's important job values, providing these values are congruent with or help to fulfill one's basic needs. These needs are of two separable but interdependent types: bodily or physical needs and psychological needs, especially the need for growth. Growth is made possible mainly by the nature of the work itself. (p. 1319)

Locke went on to review the work interest and satisfaction literature of the time and summarized that the related work attributes are those that conceptualize "mental challenge": opportunities to use one's skills and for new learning, control over work methods and work pace, complexity, variety, creativity, responsibility for decisions, etc. The work itself must also be "personally interesting and meaningful" (1976, p. 1320).

The Work Itself and Library Work

While it is hoped that work activities performed in the various units of the library serve a common purpose, they are inherently different. Reference librarians tend to encounter a variety of clientele and must think on their feet; catalog and acquisitions librarians tend to have more straightforward guidelines and more routine tasks; IT librarians are constantly troubleshooting and have to deal with people and technology in equal fashion; collection development librarians are often left to their own creative devices in dealing with stakeholders; and those with administrative duties often have frontline responsibilities and organizational pressures. Other units have these and additional issues to grapple with. Ideally, the right person with the right knowledge, skills, and abilities, as well as personality, is in the right position, but awareness of the satisfaction levels of the professionals who perform certain functions may provide guidance to managers and job seekers in the recruitment, hiring, and retention of LIS professionals.

Lynch and Verdin (1983, 1987) found that there were significant differences in job satisfaction between catalogers and reference librarians in three large academic libraries. They suggested that further study into job satisfaction and functional library units would be a valuable contribution to the understanding of organizational structure and restructuring. Both of their studies focused on the "work itself" and attempted to explain the effect of challenging work on job satisfaction. Chwe (1978) found differences in job satisfaction among catalogers and reference librarians. He reported significant differences in three variables: catalogers were less satisfied in the areas of variety, creativity, and social service than were reference librarians. Variety and creativity are two of the work attributes that Locke identified as related to work interest and satisfaction. From these few studies, we see that there is a significant impact of job function on job satisfaction, and it is plausible that some of the difference is associated with the amount of autonomy found in each type of position. The impact of these job functions on autonomy have probably been complicated by

the design of contemporary library jobs in which individual librarians are increasingly likely to hold more than one job function. Performance of these job functions may have an impact on the extent of autonomy exercised by the professional in both dimensions: content and terms of work.

Autonomy

Autonomy is a component of job satisfaction, it is positively correlated with job satisfaction, and it is also a determinant of decision-making opportunities on the job (Rockman, 1984; Lim, 2008); therefore, it seems appropriate to focus on autonomy and its importance in the lives of today's professionals.

Autonomy is defined as "the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman & Oldham, 1975, p. 162). According to Rosenthal, "the conceptualization of job autonomy requires a detailed understanding of work processes, and therefore, needs to consider control over more than one aspect of work" (2006, p. 10). In 1985, Breugh published the framework for a diagnostic tool that measured autonomy using three dimensions: method/content, terms of work, and criteria. Content (or method) autonomy is the degree to which one has control over, directs, and designs substantive tasks and the methods to accomplish them. Autonomy of terms of work is the degree to which one has control over how the work is scheduled and paced, and also is concerned with one's ability to request and receive time off or otherwise alter one's schedule. Criteria autonomy is the degree to which one sets the criteria upon which one is evaluated.² Hackman and Oldham's definition of autonomy, stated above, implicitly encompasses two of these dimensions: content and terms of work. Their Jobs Diagnostic Inventory, which has been heavily used, measures autonomy using one scale. The WILIS 1 survey captured these two dimensions in two separate measures of autonomy. Three items were used to measure autonomy of content and another three items were used to measure autonomy of terms (see appendix A for a listing of the individual WILIS 1 autonomy measures).

Of the dimensions described above, content autonomy is the one that is directly related to the job itself. Many researchers have drawn explicit and implicit connections between a professional's need to control job content, the job itself, and job satisfaction (Locke, 1976; Drucker, 2006; Lynch & Verdin, 1983, 1987; Honea, 1997, 2000; Chwe, 1978). Content autonomy is associated with discretion and creativity within a job function; this type of autonomy is often considered to be a hallmark of a professional level position. Autonomy of terms of work is particularly important for today's worker. Having flexible work arrangements is essential for achieving work/life balance and often plays a role in both individual

recruitment and retention processes. While this is important for all workers, librarianship, as both a graying and feminized occupation, should be particularly attuned to issues of autonomy of the terms of work. Both women and older workers have increased needs for nonstandard work arrangements such as flexible scheduling, part-time work, and telecommuting (Huang, 2008; Watson Wyatt Worldwide, 2004).

RESEARCH QUESTIONS AND HYPOTHESES

This study investigates autonomy among librarians in order to better understand the relationship between the work attribute "control" and the job itself. In order to explore the impact of type and size of library on autonomy, we chose to analyze the responses of public and academic librarians. The previously cited studies all focused on academic librarians; since the WILIS 1 data also included public librarians, we were afforded the opportunity to compare and contrast the two groups. Do public and academic librarians report different levels of control over the content and pace of their work?

Hypothesis 1: There are no differences in terms of work or content autonomy among public and academic librarians

This study also examines the effect of the job itself on both dimensions of autonomy. Does the area of responsibility affect one's perception of autonomy? Further, a high proportion of librarians have some sort of administrative duties. Does this functional area have influence on autonomy regardless of other areas of responsibility and type of library?

Hypothesis 2:

Autonomy varies across job functions

PROCEDURES

The data described herein was extracted from the WILIS 1 dataset. Among the more than 1,700 variables are those that attempt to capture the components of job satisfaction, including those specifically related to job autonomy. The subset of WILIS 1 respondents for this study includes those who identified themselves as working in public libraries and academic libraries (including community colleges and technical schools). The analysis is further limited to responses from those who are currently employed and who responded to survey questions in 2007 about their current job. Thus, this analysis includes 766 respondents, 29 percent of the total WILIS 1 respondents and 50 percent of respondents who currently work in a library or information center.

The multidimensional autonomy measures were composed of three questions each for autonomy of terms of work and content autonomy (see appendix A). Likert scale responses to each of the three questions were summed to derive the autonomy scores. Each question was weighted

equally. The reliability of the terms of work scale, measured by Cronback's α , is 0.64. The reliability of the content scale is 0.76. Noting that the reliability of the autonomy of terms of work measure is adequate ($\alpha=0.64$) but not stellar, the authors reanalyzed the data using the three individual indicators. As related to the differences between academic and public librarians, each of the three indicator variables replicated the direction of mean differences. Differences in individual indicators were not always significant. As such, we think the autonomy of terms of work scale is the best representation of this concept in the data and the results of that original analysis are presented here. A low score indicates low autonomy; a high score indicates high autonomy. Using the autonomy measures, mean terms of work and content autonomy scores of public and academic librarians were compared using independent samples t-tests.

Survey participants had been asked to select one or more broad areas of responsibility, which were as follows:

- Administration
- Access and collections
- Information services, education and research
- Digital information technology and web access
- Information technology and consulting

Participants were further asked to share how much time they spent on functional tasks (cataloging, instruction, management, etc.) within each broad area (see appendix B); because respondents chose multiple areas and none of the mean times spent performing these tasks were more than 26 percent, this variable was not used in the analyses. Some interesting trends were noted, however, and are described in further detail below.

Across the broad areas of responsibility, mean terms of work and content autonomy scores of public and academic librarians were compared to look at differences across all the broad areas (e.g., do individuals who perform administrative job functions in public libraries differ from those who perform them in academic libraries).

Finally, a Pearson Product-Moment Correlation was executed on terms of work and content autonomy with respondents' size of organization and size of department to determine if there are any relationships between autonomy and size of the staff. The dataset included public and academic library and information centers, and the size of the organizations ranged from two to over 1,000, with the majority ($n = 256$, 33 percent) occurring in the 100–449 range. Almost 30 percent ($n = 225$) of the respondents worked at institutions with more than 1,000 employees. At the department level, 62 percent ($n = 471$) of the respondents worked with ten to ninety-nine people.

RESULTS

Characteristics of the Sample

Of the 766 respondents, most were White ($n = 687$, 89.7 percent) and female ($n = 587$, 76.6 percent). Just a little over half were younger than fifty years of age ($n = 403$, 52.9 percent). A small proportion identified themselves as Black/African American ($n = 48$, 6.3 percent) and a small number were Spanish/Hispanic/Latino ($n = 10$, 1.2 percent).

Differences in Autonomy Based on Type of Library

There was a small but statistically significant difference in autonomy of terms of work between public and academic librarians ($t = -2.604$, $p < 0.01$) (see table 1). Academic librarians experienced higher levels of autonomy of terms of work. There was no statistically significant difference in the content autonomy experienced by public versus academic librarians.

Table 1. Independent Samples T-Test Comparing Autonomy of Public and Academic Librarians

Autonomy Measure	Librarian	Mean
Content	Public	9.8
	Academic	9.8
Terms of Work	Public	8.7
	Academic	9.0*

* $p < 0.01$

Differences in Autonomy Based on Areas of Responsibility

Respondents to the WILIS 1 survey were permitted to select more than one area of responsibility; that distribution is reported in fig. 1. The majority of public and academic librarians have responsibilities in multiple areas. The t-tests for each of the areas yielded the following.

Information technology (IT) librarians, no matter the setting, reported higher content autonomy than librarians in other areas. More precisely, public librarians who selected the broad area *Information technology and consulting* reported higher content autonomy than public librarians who did not select this area ($F = 1.42$, $p < 0.05$); academic librarians who selected the broad area *Information technology and consulting* reported higher content autonomy than academic librarians who did not select this area ($F = 0.98$, $p < 0.01$). Academic librarians who selected the broad area *Digital information technology and web access* reported higher content autonomy ($F = 1.98$, $p < 0.05$). There was no significant difference in autonomy of terms of work for these two groups.

As indicated in table 2, many librarians have administrative responsibilities in addition to other areas, and a small proportion are pure administrators.

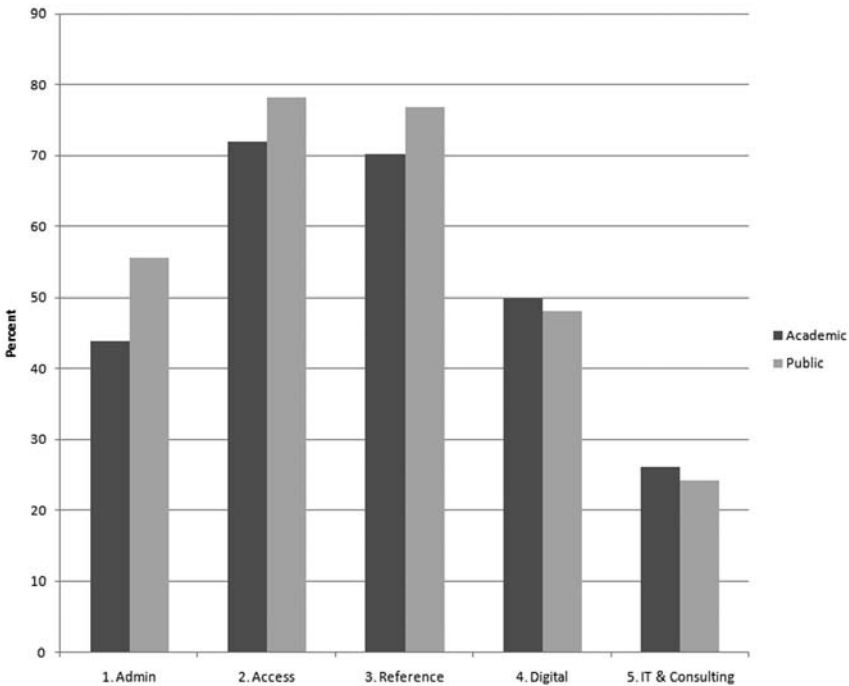


Figure 1. Librarians' Areas of Responsibility

Table 2. Prevalence of Administrative Duties among Librarians

	Chose 1 area only	Chose Admin plus additional area(s)	Chose Admin only
Public Librarians <i>n</i> = 302	17% (<i>n</i> = 42)	56% (<i>n</i> = 169)	6.6% (<i>n</i> = 20)
Academic Librarians <i>n</i> = 464	25% (<i>n</i> = 118)	43% (<i>n</i> = 203)	5.6% (<i>n</i> = 26)

Librarians with administrative responsibilities reported statistically significant higher content and terms of work autonomy than librarians who reported having no administrative duties, as shown in table 3.

Rather than include the tables for each group comparison, the other significant results are reported here.³

Table 3. Independent Samples T-Tests Comparing Librarians Who Did/Did Not Choose "Administration" as a Broad Area of Responsibility

Librarian	Autonomy	Admin	N	Mean	Std. Dev	F
Public	Content	No	125	9.18	1.52	.939*
		Yes	166	10.22	1.48	
	Terms of Work	No	132	8.10	1.59	.013*
		Yes	169	9.08	1.52	
Academic	Content	No	252	9.50	1.71	.996*
		Yes	200	10.17	1.46	
	Terms of Work	No	255	8.80	1.70	.470**
		Yes	203	9.19	1.68	

* $p < .001$ ** $p < .05$

Academic librarians who selected the area *Access and collections* had higher content autonomy than academic librarians with no responsibilities in this area ($F = 1.936$, $p < 0.05$).

Public and academic librarians who chose the area *Information services, education and research* reported lower autonomy of terms of work than their counterparts who did not choose this area ($F = 0.99$, $p < 0.01$, and $F = 0.05$, $p < 0.01$).

There were no other statistically significant findings among the comparisons of groups by broad areas of responsibility.

Relationship between Autonomy and Organization Size

Size of the organization or department had no statistically significant influence on autonomy (see table 4).

DISCUSSION

Major findings of this study are that public librarians report lower autonomy of terms of work than academic librarians; job autonomy varies across broad areas of responsibility; and job autonomy is not related to the size of the library nor the size of the library department.

Levels of Autonomy in Different Types of Libraries

It comes as no surprise that public librarians report lower autonomy of terms of work than academic librarians. As a group, academic librarians tend to have more flexibility in their work schedules. Libraries are influenced by their organizational contexts, and although college and university library departments are more hierarchical than academic departments, it makes sense that academic librarians, faculty status or not, have more fluid schedules than public librarians. Academic librarians might also tend to have more duties outside of regular business hours than public librarians generally. Even so, the fact that public librarians have less control over their schedules might play an important role in retention and recruitment. It is important to note that public and academic librarians' control over the content of their work is not significantly different.

Table 4. Pearson Product-Moment Correlation: Autonomy and Organization Size

Dimension of autonomy	No. of employees in org.	No. of employees in dept.
Content	-.055	.025
Terms of Work	.030	.050

Levels of Autonomy in Different Areas of the Library

This study found that job autonomy varied significantly based on respondents' broad areas of responsibility. Awareness of these variations will assist library directors, managers, and other stakeholders in organizational decision making. Because of the parameters of the survey, it is not possible to draw direct comparisons between this study and the research cited above that found significant differences between two traditional types of librarians, catalog and reference librarians, for at least two reasons.

First of all, a perusal of the functional tasks within the five broad areas of the WILIS 1 survey reveals that the boundaries of the broad areas were neither finite nor drawn along traditional library departmental lines (see appendix B). In particular, the *Access and collections area* includes functional tasks that might stereotypically fall into public services or technical services. Second, the reality that contemporary public and academic librarians have responsibilities in multiple areas and functions is reflected by the number of respondents who devote small blocks of time to a variety of tasks. As indicated by the size of their departments and libraries, most of the respondents are not in small or one-person libraries where it is obvious they would have both traditional technical and public services duties.

As was noted earlier, variety, creativity, and challenge are work attributes that are related to job satisfaction, and it appears that many librarians have variety, challenging work, and opportunities for growth as indicated by the range of tasks they perform (see fig. 1 and table 2). On the other hand, Locke (1976) expressed concern that too much variety and challenging work can contribute to dissatisfaction. Finally, contemporary library work is too complex to be forced into departmental boxes, and the WILIS 1 survey did not force respondents to compartmentalize themselves that way. So, it is not appropriate to draw direct comparisons to the previous studies or attempt to discuss catalogers versus reference librarians. There were, however, significant differences in levels of autonomy across areas of responsibility.

LIS professionals who have information technology responsibilities, regardless of the organizational setting, reported higher content autonomy than librarians who have no IT duties. While Lim (2008) found

significant differences in job satisfaction and autonomy among MLS and non-MLS IT workers, this study examines LIS graduates only. Despite being responsible for critical systems that are always "on," these professionals have a significant amount of freedom in deciding the content or substance of their work and how it is accomplished. Although IT librarians did not report significantly higher levels of autonomy of terms of work, arguably these are contemporary library professionals who desire flexible schedules, work/life balance, challenging work, and control over the work itself. These IT professionals are in demand in nonlibrary settings as well, and libraries will need to remain competitive in order to recruit and retain these workers.

Academic librarians who selected *Access and collections* as a broad area of responsibility reported higher content autonomy than academic librarians with no responsibilities in that area, and public and academic librarians that chose *Information services, education and research* reported lower autonomy of terms of work than their counterparts that did not choose that area. It is conceivable that catalog librarians might fall into the *Access and collections* area and reference librarians into the *Information services, education and research* area, but for reasons stated above it would be overly simplistic to assert that catalogers have higher content autonomy and reference librarians have lower autonomy of terms of work; *Access and collections* includes circulation, acquisitions, special collections, interlibrary loan, and other functional areas in addition to cataloging. It is reasonable to say, however, that the librarians with responsibilities in *Information services, education and research* probably have more frequent interaction with library patrons due to the nature of reference, instruction, and research services. That they report less flexibility and control over their work schedules might have implications related to burnout and retention of these professionals.

This study confirms that public and academic librarians with administrative duties report higher autonomy than public and academic librarians who have no administrative duties. It is difficult to know with certainty whether all of these administrators are supervisors or not,⁴ given the variety of functional tasks that fall into the broad area of administration in the survey. Even so, as a group, librarians who have administrative duties have more control over the substance and pace of their jobs. Fifty-six percent of public librarians and 43 percent of academic librarians in this sample report having administrative duties, making this a significant bloc of autonomous LIS professionals. Since all librarians cannot be administrators (and many do not want to be), a further examination of the characteristics of these positions might lead to a better understanding of ways in which libraries can offer nonadministrative positions that are also autonomous and satisfying.

Autonomy and Size of the Organization

Neither size of the library nor size of the library department is related to level of job autonomy of public and academic librarians. This finding may lead to the conclusion that there is little guidance to be had for LIS professionals wondering what size organization will afford them the greatest level of control over their schedules and the content of potential positions. As noted earlier, the nature of work area and its implications for types of duties and terms of work do influence perceived control over work.

SUMMARY

These findings suggest that the work itself may have an impact on job autonomy and by extension job satisfaction and retention. It is worthwhile to consider these results in light of the desire of today's professionals for more flexibility and work/life balance and management's focus on greater accountability, efficiency, and performance. Libraries' parent organizations, whether city governments or universities, are increasingly concerned with return-on-investment, assessment, and strategic planning. Library directors and managers must balance the goals of the organization with the needs of their professional staff. Their success in finding the balancing point will have a positive effect on recruitment, retention, and organizational effectiveness.

CONCLUSION

Job autonomy is a factor in the recruitment, retention, and job satisfaction of LIS professionals. This study explored the effects of library functional units on job autonomy. Based on the analyses, it was found that levels of autonomy vary across broad areas of responsibility; that public and academic librarians differ in levels of autonomy of terms of work; and that size of the library or department does not significantly correlate with levels of job autonomy.

Specifically, the study found that

- public librarians report less control over the pace of their work and their schedules (autonomy of terms of work);
- IT librarians report higher content autonomy;
- librarians with administrative duties report higher content and terms of work autonomy;
- librarians who have information services, education and research responsibilities report lower autonomy of terms of work; and
- academic librarians who have *Access and collections* responsibilities report higher content autonomy.

Peering into this issue from the perspective of job satisfaction and retention, it is clear that autonomy plays an important role in organizations large or small. Given the recent emphasis on accountability and return-on-investment in public and academic libraries, and on professionals' de-

sire for work/life balance and flexibility, it is even more important for administrators to find a balancing point in managing operations and human resources.

NOTES

1. The WILIS 1 study was supported by a grant from the Institute of Museum and Library Services. The primary research team from the School of Information and Library Science at University of North Carolina Chapel Hill and the University of North Carolina Institute on Aging consisted of: Joanne Gard Marshall, lead principal investigator; Victor W. Marshall, coprincipal investigator; Jennifer Craft Morgan, coprincipal investigator; Deborah Barreau, coinvestigator; Barbara Moran, coinvestigator; Paul Solomon, coinvestigator; Susan Rathbun-Grubb, research scientist; Cheryl A. Thompson, project manager; Shannon Walker, graduate research assistant.
2. The current study does not examine the autonomy dimension "criteria."
3. A more detailed analysis is available from Ericka Patillo.
4. Due to a programming glitch, responses to this question were not scored.

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Appendix A: Autonomy Measures and Survey Questions

Content Scale $\alpha = .76$
<ul style="list-style-type: none">• I have a lot of say about what happens on my job.• It is basically my own responsibility to decide how my job gets done.• I generally have opportunities for creative input and innovation in my work.
Terms of Work Scale $\alpha = .64$
<ul style="list-style-type: none">• I decide when I take breaks.• How hard is it to take time off during your work to take care of personal or family matters?• Overall, how much control would you say you have in scheduling your work hours?

Appendix B: Functional Tasks within the Broad Areas of Responsibility

Areas of Responsibility	Functional Tasks
1. Administration	Communications and public relations; Development and external relations; Facilities and space planning; Financial management; Grants administration; Human resource; Management; Marketing and sales; Organizational evaluation and research; Staff training and evaluation; Strategic planning; Other administrative areas, please specify
2. Access & collections	Access and delivery services; Acquisitions; Archives; Backfile maintenance; Cataloging; Circulation; Collection development; Document delivery; Electronic resources; Indexing; Interlibrary loan; Metadata; Physical processing; Preservation and digital repositories; Rare books; Serials; Special collections; Subject expertise; Technical services; Weeding; Other access and collections areas, please specify
3. Information services, education & research	Academic research and publications; Bibliographic instruction; Committee service; Copyright and intellectual property; Instructional technology; Reference; Specialized research services; Teaching; Technology instruction; User training and support; Vendor training and support; Other information services, education and research areas, please specify
4. Digital information technology & web access	Data management; Database administration; Database development; Digital library initiatives; Usability testing; User interface design; Website design/management; Other digital information technology and web access areas, please specify
5. Information technology & consulting	Computer systems analysis; Consulting; Content management; Data analysis; Information architecture; Information engineering; Information policy; Information systems management; Information systems support; Information technology; Knowledge management; Programming; Software design; Other information technology and consulting areas, please specify
